ADVANCED ENGLISH LANGUAGE STUDY USING DELIBERATIVE TECHNIQUE IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

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Abstract

This article discusses the perspective of modern and the latest up date of teaching technique through deliberative methodology which means consultative. In this case, deliberative focuses on how to employ speech communication, discussion on debate, drama on role play, simulation and presentation. Those has something to do with speaking ability, I can say mostly spoken takes big part in developing language master. Here, I emphasize that this approach is more available to be applied for students who has capability in speaking. In the other hand, students who are poor in speaking will be able to speak fluently as long as they have good motivation, confidence and knowledge about problem discussed. Furthermore, the deliberative technique approach looks more systematic so that teachers can do the teaching steps based on the cronology concept or planning teaching map.

Key Word: Speech, presentation, debate, role play, simulation.

Studi Bahasa Inggris Tingkat Tinggi Menggunakan Teknik Penyampaian pada Kelas Pemerolehan Bahasa Inggris sebagai Bahasa Asing

Abstrak

Artikel ini mendiskusikan pandangan modern tentang tehnik pengajaran melalui metodologi deliberatif yang bersifat konsultatif. Dalam hal ini, deliberatif fokus pada bagaimana menerapkan komunikasi pidato, diskusi pada acara debat, bermain peran dalam drama, simulasi dan presentasi. Semua itu berkaitan dengan kemampuan berbicara, saya bisa mengatakan umumnya dalam bentuk lisan yang mengambil peran dalam mengembangkan keahlian bahasa. Disini, penulis menekankan bahwa pendekatan ini lebih berharga untuk diterapkan kepada pembelajar yang memiliki kemampuan berbicara. Sebaliknya, pembelajar yang kurang dalam berbicara akan mampu melancarkan kemampuan berbicara dengan lancar selama mereka memiliki motivasi yang bagus, rasa percaya diri dan pengetahuan tentang masalah yang didiskusikan. Selanjutnya, tehnik pendekatan deliberatif terlihat lebih sistematik sehingga guru-guru bisa mengajarkan selangkah demi selangkah berdasarkan konsep pendekatan kronologi atau pemetaan perencanaan pengajaran.

Kata kunci: Pidato, presentasi, debat, bermain peran dan simulasi.

A. INTRODUCTION

Deliberative methodology provides an attractive fun and challenging ways for students in the classroom. It needs learning parcipators, so learning in group is more interesting. Students can share and enrich knowledge or information all at once. They also can be a motivator to each others, like a game. There must be a competitor in game so called loser or winner. Deliberative methodologies aim to tie learners to provide their mental. Why? Because mostly techniques involves metallity preparation. It is not easy to speak in front of audience unless they are used to say in public speaking competition. This deliberate technique also helps them to develop critical thinking, decision making, public speaking, and communication.

What is the purpose of deliberative approach?

Deliberative aims at creating conducive atmosphere to active learning. It requires students to develop problem solving. It encourages students to correlate the real or dilemmas with the logical thinking or idea in a discussion. It builds the solidarity in teamwork. Advance learners are preferable target but it is possible to be applied in lower students competence even in elementary schools. As common teaching language, deliberative approach considers to develop four basic language skills such as Listening: to enable students to understand spoken English in a variety of contexts at an advanced-proficient level; 2. Speaking: to speak English at an advanced-proficient level in a variety of contexts; 3. Reading: to read a variety of complex texts and comprehend their meaning; 4. Writing: to develop skills in various types of writing formal and informal, fiction and non-fiction; 5. Cultural/Social: to use English in socially and culturally appropriate ways.

B. DISCUSSION

Lesson Plan Format

This lesson map provides an overview of the lessons in the guide.

No	Name of Lesson	Type of Activity	Time (min)	Description
		Introductions to Speeches and Presentations		
1	The Attributes of Speech	Speeches and Presentations	45-60	Students present a portion of a historic speech.
2	One Less Letter	Speeches and Presentations	45	Students must write a story using fewer and fewer letters of the alphabet.
3	Build a Story	Speeches and Presentations	60	Students tell impromptu stories based on a menu of the basic elements of a story: setting, characters, conflict, plot and resolution.
4	Christmas Around the World	Speeches and Presentations	2 lessons of 60 minutes Each	Students learn about Christmas customs around the world and quiz each other on what they remember.
5	Greetings Venutians!	Speeches and Presentations	45–60	Students take turns explaining and demonstrating to visiting Venutians the various uses—real or imaginary—of ordinary objects.
6	The Storytellers	Speeches and Presentations	60–90	Students work in groups to write continuations of seven published stories.
		Introduction to Debate		
7	Introduction to Debate	Debate	45	Students will learn the basics of debate through informal debate in which they are expected to present and defend their points to an opposing team.
8	Mini-Debates	Debate	60	Students will stage mini-debates on issues that are important contemporary topics in the United States.

9	Open Forum	Debate	45-60	The class holds a group discussion during which students take turns presenting their own arguments and responding to arguments of others.
10	Corner Debates	Debate	60	Students will listen to a statement on a controversial topic and decide if they agree or disagree with the statement. After meeting with a student on the opposing team and discussing their reasons for agreeing or disagreeing, they will be asked the question again and reassigned to a position team if necessary. They will then each have to take part in a debate in which they defend the position opposite to their belief.
11	Debate Auditions	Debate	3 classes of 45–60 minutes Each	Students "audition" for a place in the Big Debate through elimination rounds of various debate speeches. The Big Debate will take place between the winning speakers from the previous day's auditions.
12	Flow of a Debate	Debate	45-60	This lesson uses a written debate to introduce students to the process of flowing debate.
Introduction to Role Plays and Simulations				
13	Getting to Know You	Role Play and Simulation	45-60	The lesson helps students develop the social skills needed when meeting someone for the first time.
14	What Am I?	Role Play and Simulation	45	The teacher tapes a concept word to the back of each student. The students must then circulate to find out what word they are.
15	You Oughta Be in Pictures	Role Play and Simulation	45-60	Students audition for a role in a movie in which the scenes keep changing.

16	Cultural Lessons	Role Play and Simulation	45-60	This simulation involves learning how to read body language, gestures, and non-verbal language in different cultures.
17	At the Improv	Role Play and Simulation	45-60	Students improvise a variety of situations in which they must solve a problem, work with a team, and/or think and act quickly.
18	Panel of Experts	Presentation and Role Play	90 minutes followed by a 20-minute wrap-up the following day	On small panels, students pose as experts on a variety of things. After the students present minibiographies of what makes them an expert, the audience is encouraged to ask the panel questions to "stump" them.
19	Write, Read, Action!	Role Play and Simulation	2 classes of 45–60 minutes Each	Students work in pairs to write detailed instructions of how to do common activities that other students then act out as the instructions are read.
20	Session of the Security Council	Role Play and Simulation	45-60	Students are involved in a role play of a session of the UN Security Council, focusing on resolving a fictitious conflict. They will research and present their nation's stand on the issue and then attempt to negotiate a possible solution.

METHOD

This study focuses on the methodology of communicative language teaching, all materials are based on theme guideline. And it breaks down into three strategies namely: Speeches and presentation, debate and role play and simulation. In my opinion, those strategies are available done in higher level especially in Indonesia which uses English as foreign language. However, it is possible to be applied in certain school which has got qualified students' in

speaking. Deliberative approach is flexible collaboration among subjects, for instance students can do debate, speech, role play or simulation derive from being issued in historic, social, economic etc. I emphasize that this approach involves mental readiness, confidence and critical thinking. Those happened when students speak impromptu. Shortly, impromptu is kind of unique way so called mental natural method. Why? Because it involves mentallity readiness when learners speak in front of audience.
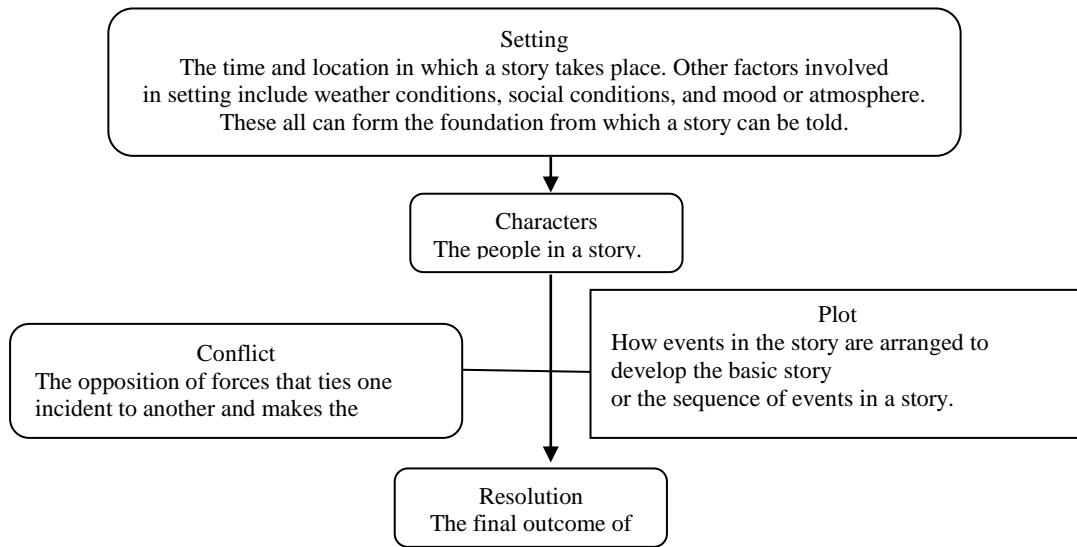
FINDINGS

Speech

Speech is a basic to practice speaking. The steps of teaching speech starts from the Instructional objectives, description, time, materials, preparation, procedure, assessment, extensions and modifications. Teacher should give these criterion to the students in order their speech improves: situation or setting, exercise voice volume appropriate to the situation, review, apply self-monitoring and self-corrective strategies, hear and imitate how others use English, use acceptable tone, volume, stress, and intonation, in various settings and with various audiences, observe, model, and critique how others speak and behave in a particular situation or setting. Moreover, there are some speaking attributes: body language, articulation, pronunciation, word choice, pitch, speed, pause, volume, quality and variation.

One Less Letter

The steps of teaching speech starts from the Instructional objectives, description, time, materials, preparation, procedure, assessment, extensions and modifications. One less letter emphasizes to learning story and mainly consists five elements as follows: Each element depends on the others to exist in a story, and each element presented occurs in the order below.

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┌─────────────────────────────────────────────────────────────┐
│                           Setting                             │
│   The time and location in which a story takes place. Other   │
│      factors involved in setting include weather conditions,  │
│   social conditions, and mood or atmosphere.                  │
│   These all can form the foundation from which a story can be │
│                            told.                              │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
                  ┌───────────────────────┐
                  │       Characters       │
                  │  The people in a story.│
                  └───────────────────────┘
                              │
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┌─────────────────────────────┐   ┌──────────────────────────────────┐
│   Conflict   │   │   Plot   │
│ The opposition of forces that│   │ How events in the story are   │
│ ties one incident to another │   │ arranged to develop the basic   │
│ and makes the   │   │ story   │
└─────────────────────────────┘   │ or the sequence of events in a   │
                                    │ story.   │
                                    └──────────────────────────────────┘

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                  ┌───────────────────────┐
                  │       Resolution       │
                  │   The final outcome of │
                  └───────────────────────┘
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Activity Sheet

Instructions: For each statement below, mark your evaluation of the speaker.

1 = agree, 2 = not sure, 3 = disagree

Setting

The speaker explained the setting in detail.	1	2	3
The description of the setting made sense.	1	2	3

Characters

The speaker explained the characters in detail.	1	2	3
The description of the characters made sense.	1	2	3
The speaker described at least one main character.	1	2	3

Conflict

The speaker made the conflict apparent in his/her presentation.	1	2	3
The conflict made sense.	1	2	3
The conflict was creative.	1	2	3

Solution

The speaker gave a solution that made sense.	1	2	3
The solution was well planned.	1	2	3
The solution solved the conflict.	1	2	3
The speaker ended his/her speech appropriately.	1	2	3

Delivery

The speaker spoke naturally.	1	2	3
The speaker made eye contact with the audience.	1	2	3
The speaker was comfortable.	1	2	3
The speaker did not add extra, unnecessary words like "umm" and "you know."	1	2	3
The speaker's posture was appropriate.	1	2	3
If the speaker used gestures, they were effective.	1	2	3
The speaker used appropriate pitch.	1	2	3
The speaker used appropriate volume.	1	2	3
The speaker used vocal variety.	1	2	3

Language

The speaker used idioms and slang only when appropriate.	1	2	3
The speaker used good word choice.	1	2	3
The speaker's story was easy to follow and understand.	1	2	3
The speaker used correct grammar.	1	2	3

Timing

The speaker spoke in the allowable 5- to 7-minute time frame.	1	2	3

Provide commentary on any three areas.

1._____

_____

2._____

_____

3._____

_____

Evaluator signature: _____ Date: _____

Storyboard

Story #:

Setting (the time and place in which the story happens. Usually it includes descriptions of scenery, buildings, or weather to set the scene.)

_____

_____

Character(s) (a person or living thing who takes part in the action of a story)

_____

_____

Plot (a series of events and actions that relate to the conflict)

_____

_____

Conflict (the struggle between two people or things in a story. The main character is usually on one side of the central conflict. The main character may struggle against another important character, against the forces of nature, against society, or even against something inside herself, like feelings or emotions.)

_____

_____

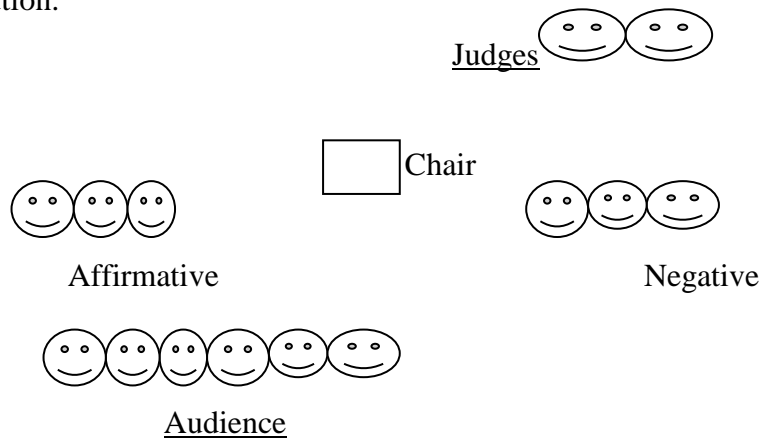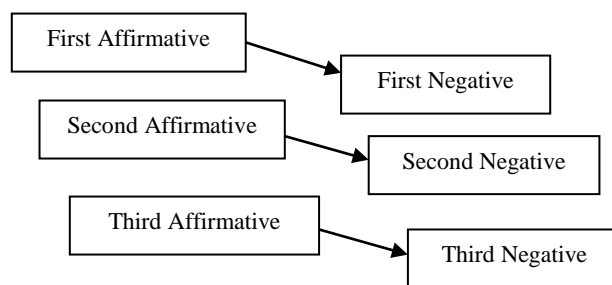Resolution (how the conflict is resolved in the story)

_____

_____

Debate.

Educational debate is a formal contest of argumentation between two teams during which one team supports, while the other team opposes, a given proposition. A debate begins with a solution, a simple statement about a topic that both teams subject to critical analysis. The team supporting the resolution speaks first and is referred to as an affirmative team (since it affirms a given resolution). The opposing or negative team must then refute the arguments

offered by the affirming team and present arguments against adopting the resolution.

Judges

Chair

Affirmative   Negative

Audience

Speaking Order

First Affirmative

First Negative

Second Affirmative

Second Negative

Third Affirmative

Third Negative

Debate Auditions: Procedure: Day 1. Research, Day 2. The Debate, Day 3. The big Debate,

Debate Format

Format:

1st Affirmative Speaker (A1)	constructive speech	5 minutes
1st Negative Speaker (N1)	constructive speech	5 minutes
2nd Affirmative Speaker (A2)	rebuttal speech	4 minutes
2nd Negative Speaker (N2)	rebuttal speech	4 minutes
3rd Affirmative Speaker (A3)	summation speech	4 minutes
3rd Negative Speaker (N3)	summation speech	4 minutes

Role play

Role play is a technique in which students act out roles in a scenario depicting a problem, particularly one involving social life, for educational purposes. Role plays require students to generate ideas, respond to each other's views,

propose alternative solutions, defend their views, and critique the views of others. Role play also develops communication skills and provides a practical illustration of what happens when people communicate, either verbally or non-verbally, role plays help students develop their research skills by asking them to understand and support the views of their characters and role plays enhance students' ability to critically evaluate sources through assessing information that other students present. The last but not list that role plays targets problem-solving and critical-thinking skills.

Getting to Know You

Likes to scuba dive? _____	Lives in Prague? _____	Attends Royal School of Arts? _____	Likes to sew? _____	Free fact _____
Attends #53 Government School? _____	Free fact _____	Likes to play on the computer? _____	Attends Jones International? _____	Attends The Learning Academy? _____
Likes to be with family? _____	Likes to travel? _____	Lives in Detroit? _____	Likes to debate? _____	Likes to sleep? _____
Free fact _____	Lives in Honolulu? _____	Likes to play football? _____	Free fact _____	Likes to drive? _____
Lives in Hungary? _____	Likes to read? _____	Likes to ski? _____	Likes to play water polo? _____	Lives in Plymouth? _____

If the audience felt that the "expert" was making up the answer and it turns out that the expert was correct	+ 1
If the audience felt that the expert was making up the answer and it turns out that the expert did make it up	-1
If the audience felt that the answer that the expert gave to a question was believable and it turned out that the answer was fabricated	+1
If the audience felt that the answer that the expert gave to a question was believable and it turns out that the expert was right	+1
If a question asked of the expert does not have a reference such as a personal opinion, but the audience believed them	+1

Simulations

Simulations emphasizes to the big picture of experiencing group processes rather than focusing on the playing of an individual role of a certain character (although very often simulations are based on students playing certain roles). The difference between the role play and simulation are also in the authenticity of the roles the students take. Simulations builds students' awareness, motivations and cultural heritage, examine students' interpersonal relations. A well-developed simulation is also conducive to acquiring certain knowledge-based content.

Presentations

Each of the methodologies discussed above involves student presentations in types of oral presentations readings, impromptu and prepared speeches, etc. Here are the rubric or evaluation matrix or the criterion elements some techniques in deliberative approach.

Debate Rubric

Student/ Team Name: _____
Side: _____
Topic: _____

	4	3	2	1	Porints Earned
Eye Contact	Holds attention of entire audience with the use of direct and appropriate eye contact	Fairly consistent use of direct eye contact with most of the audience	Displays minimal eye contact with all of the audience. OR Focuses on only 1 or 2 people	No eye contact with audience	
Opening Statement	Team accurately and clearly outlines	Team delivers opening statement clearly;	Team does not outline content of speeches;	Team's opening statements are	

	content of team's speeches; captures the attention of the audience	statement is organized	some disorganization	confusing or non-existent	
Closure	Student delivers opening and closing remarks that capture the attention of the audience and set the mood	Introductory and closing remarks are clearly delivered	Student clearly uses either an introductory or closing remark, but not both	Student does not display clear introductory or closing remarks	
Pacing	Student meets time interval nearly exactly	Delivery is wellpaced, but does not meet apportioned time interval	Delivery is given in bursts and does not meet apportioned time interval	Delivery is either too quick or too slow to meet apportioned time interval	
Poise	Student appears relaxed and selfconfident, makes no mistakes in articulation or body language	Makes minor mistakes but quickly recovers from them; displays little tension	Displays mild tension; has trouble recovering from mistakes	Tension and nervousness are obvious; has trouble recovering from mistakes	
Voice	Use of fluid speech and inflection maintains the interest of the audience;	Satisfactory use of inflection, inconsistent use of fluid speech;	Displays some level of voice inflection throughout delivery; volume sometimes	Consistently speaks in a monotone voice; volume consistently inappropriate	

	consistent appropriate volume	mostly maintains consistency of appropriate volume	inappropriate		
Argument	Evidence is well-researched and presented; all points are addressed; arguments are clear and well understood	Evidence is present; most major points are addressed; arguments are mostly clear	Evidence is not consistently given; 2 or more major points are not addressed; arguments are confusing to follow	Topic and/or all major points are not addressed; no evidence is presented; arguments make no/little sense	
Rebuttal	Refuting opposition is respectful yet to the point; rebuttal always supported by evidence; all points raised by opposition are sufficiently addressed	Refuting opposition is mostly respectful yet to the point; rebuttal mostly supported by evidence; most points raised by opposition are sufficiently addressed	Refuting opposition is sometimes disrespectful; rebuttal lacks some clarity and/ or evidence; some points raised by opposition are insufficiently addressed	Disrespect is shown to opposing team; rebuttal is confusing or does not respond to points raised	
				Total Points _____	
				Score: _____/ 32	

Speeches and Presentations Rubric

Student/ Group Name: _____

Speech/ Presentation Title: _____

	4	3	2	1	Points Earned
Body Language	Movements are fluid and help the audience visualize	Movements and/or gestures are neutral in affecting presentation	Very little movement or descriptive gestures OR Movement or gestures are somewhat distracting	No movement or descriptive gestures OR Movement and/or descriptive gestures are distracting and take away from presentation	
Eye Contact	Holds attention of entire audience with the use of direct and appropriate eye contact	Fairly consistent use of direct eye contact with most of the audience	Displays minimal eye contact with all of the audience. OR Focuses on only 1-2 people	No eye contact with audience	
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood	Introductory and closing remarks are clearly delivered	Student clearly uses either an introductory or closing remark but not both	Student does not display clear introductory or closing remarks	

Pacing	Student meets time interval nearly exactly	Delivery is well-paced but does not meet apportioned time interval	Delivery is given in bursts and does not meet apportioned time interval	Delivery is either too quick or too slow to meet apportioned time interval	
Poise	Student appears relaxed and selfconfident, makes no mistakes in articulation or body language	Makes minor mistakes but quickly recovers from them; displays little tension	Displays mild tension; has trouble recovering from mistakes	Tension and nervousness are obvious; has trouble recovering from mistakes	
Voice	Use of fluid speech and inflection maintains the interest of the audience	Satisfactory use of inflection, inconsistent use of fluid speech	Displays some level of voice inflection throughout delivery	Consistently speaks in a monotone voice	
Content	Content is well thought out; arguments are clear and well understood	Content is organized; there is some confusion in speech	Content is not well-organized but major topics are addressed	Content is disorganized; does not address the topic at hand	
				Total Points _____	
				Score: _____/ 28	

Role Play / Simulations Rubric

Student / Group Name: _____

Situation: _____

Role: _____

	4	3	2	1	Points Earned
Planning	Interprets the situation creatively and without prompting; plans dialogue and action that deepens the characterization or reinforces the dramatic situation	Interprets the situation imaginatively and with little prompting; plans dialogue and action that is appropriate to the characters and situation	Interprets the situation literally and with some prompting; plans dialogue and action that is conventional but is mostly appropriate to the characters and dramatic situation	Interprets the situation with difficulty and much prompting; plans dialogue and action that is superficial, stereotypical, or inappropriate to the characters and dramatic situation	
Preparing	Shows leadership while planning and rehearsing	Makes constructive contributions while planning and rehearsing	Makes some constructive contributions while planning and rehearsing	Makes very few constructive contributions while planning and rehearsing	
Speaking in Role	Speaks very audibly, clearly, and expressively in their assigned role	Speaks audibly, clearly, and somewhat expressively in their assigned role	Speaks audibly and clearly in their assigned role	Speaks inaudibly, unclearly, and inconsistently in their assigned role	
Action	Uses movement and body language	Uses movement and body	Uses some movement and	Uses little or no movement and/or body	

	in a consistently expressive, appropriate, and creative way	language often in an expressive and appropriate way	body language expressively and appropriately	language expressively and appropriately	
Reflecting and Understanding	Reaches the overall goal of the activity; is able to make generalizations about the characters and dramatic situation	Mostly reaches the overall goal of the activity; can make inferences about the characters and dramatic situation	Partially reaches the overall goal of the activity; somewhat confused about how characters and situations relate to the subject	Does not have an understanding of the overall goal; very confused about the relation of the situation and the lesson being taught	
Teamwork	Respectful of others on team; encourages others' contributions	Works largely with team, as a team; values others' contributions	Sometimes it is not apparent that student is part of a team; indifferent to others	Disrespectful of others or of their assigned roles; doesn't work with team at all	
				Total Points _____	
				Score: _____/ 24	

C. CONCLUSION

I personally say that deliberative approach is very useful, attractive and challenging. It will be available to develop mentality skills of learners started from young learner, teens until adult. Deliberative approach focuses on role play, simulation, debate, presentation and speech.

Those approaches follows the standard of steps in teaching language. And teacher must have a target to develop readiness of learners considerably that mostly they will feel ashamed, nervous, stugnant to elaborate the ideas and other mental problems. So, make the class more attractive, fun and qualify through teamwork and social relationship buildings. I think those kinds of elements are very necessary to be considered in deeply mind set of teachers and students.

I want to suggest that it had better add some examples of teaching speaking using deliberative approach not only focus on teens or adult learners but also for young learner. My consideration early ages' skills are very essentials to be broden using colaborative knowledge inquiry through those techniques in deliberative approach. I think it directs to explore learning, creative learning and problem solving oriented. Teacher must apply this approach as well.

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